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ABSTRACT

The guide provides a group of guiding, exploring activities which address adult student needs for utilization of career materials in the learning process. Activities are presented as suggestions for incorporating career awareness into the teacher's ongoing curriculum. Each career development activity has been placed in one of four curriculum areas: reading (four units), writing, (four units), oral communication (five units), and critical thinking (six units). To assist the teacher each unit is broken down under the headings of: skills reinforced by the activity, performance objectives, resource materials needed, class time required, a summary of the activity, the by-products of the suggested activity, and the potential populations for utilization of the unit. (Author/BP)

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EXPLORATIONS
Part I

(Guidelines for Career Development in Adult Education)

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Career Activities for Adult Education Classes

ADULT CAREER EDUCATION RESOURCES SURVEY
of
B'nai B'rith Career and Counseling Services

CE003 129

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EXPLORATIONS
Part I

(Guidelines for Career Development in Adult Education)

Career Activities for Adult Education Classes

June 1974

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In conclusion, my personal thanks to all who contributed in the process of developing Explorations, Part I. Both individually and collectively they have made my tasks easier during this first year of the Adult Career Education Resources Survey.

June, 1974

Fae E. Hoffman,
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Note to the Reader

The Adult Career Education Resources Survey has been funded by the U.S. Office of Education for an additional year, through June 1975. During this extended period, Survey staff will field test the career development activities suggested in Explorations, Part I. Field testing will be designed to measure appropriateness as well as effectiveness of these activities for various adult student populations. Based on field test results, suggested activities will be refined or modified, and published in a revised edition.

Adult education teachers (either ABE or adult continuing education) who wish to participate in the field test are encouraged to contact us, preferably by October 15, 1974.

We also welcome any comments you may have about Explorations, Part I.

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Introduction

The Adult Career Education Resources Survey is designed to (a) compile career resources for adults and (b) provide materials that will encourage adult educators to easily introduce and implement career education activities into existing curricula. An important premise of the survey effort is that an awareness and orientation to the implications of career education for one's daily life and one's future be developed by adult students. The importance of each adult being able to explore a variety of career possibilities is also stressed.

Today's adult student is generally aware of the needs and demands of our industrialized society. He or she brings to the classroom unique personal values, assets, liabilities, and attitudes. In addition, the adult student may bring experiences (positive or negative) in the world of work. Reasons for being in the classroom, be it Adult Basic Education or continuing education, may be multiple and varied.

To meet the needs of adults, career education is important and viable because it aligns itself with the intricacies of our society, supports the philosophy of lifelong education and relates it to the changing job opportunities an individual is likely to experience during his or her worklife.

Adult career education focuses strongly on the provision of education to help prepare, train, and/or retrain persons throughout their lives so they do not experience uselessness or obsolescence.

It is estimated that by the end of this decade eight out of ten jobs in the United States will not require a baccalaureate degree.[1/] As a result, it is imperative that educational curricula be redirected. Curricular activities are needed to provide the adult student with increased opportunities to understand the role of work in our society and the range of careers and jobs available. In this way the adult education community can contribute to effective manpower utilization.

Career education stands out as the fundamental bridge in closing the gap between projected manpower needs and the present adult education process by bringing opportunities for career development into the classroom which relate directly to what the student is learning. Believing in the need for career development in the classroom, Dr. Sidney P. Marland emphasized that career education "is the Office of Education's most pressing priority."[2/] While the potential impact of this directive has been modified somewhat due to administrative changes, many current education programs are becoming more responsive to the special needs of their students in relation to the country's total manpower needs.

1/ Career Education, U.S. Department of Health, Education, and Welfare, 1971, Washington, D.C. (Pub. #OE 72-39).

2/ S. P. Marland, "The Endless Renaissance," U.S. Commissioner of Education, Washington, D.C., 1971, (Pub. #DHEW OE 72-101).

It is, therefore, fitting that a resource instrument be developed to help facilitate the integration of career education concepts into the adult classroom and community.

One way to relate these objectives to adult education teachers and classes is through provision of appropriate career resources. Such resources could facilitate the introduction of adult students to career concepts and their potential ramifications.

In this effort, the Survey staff regards the adult education teacher as a resource person: one who can assist students in seeking awareness of answers to career development problems. The teacher is not regarded as a provider of answers; rather, the teacher may provide resources that could be successfully utilized in adult class activities.

Explorations, Part I

The Survey staff has developed three adult career education resources. Explorations, Part I (Guidelines for Career Development in Adult Education) is one such resource. Explorations, Part I provides a group of guiding, exploring activities which address adult student needs for utilization of career materials in the learning process. It may be useful to adult education teachers in developing career awareness in their students. The activities are designed to assist adults in their practical exploration of career goals and motivations.

Activities are presented as suggestions for incorporating career awareness into the teacher's ongoing curriculum. Each career development activity in Explorations, Part I has been placed in one of four curriculum areas:

- Reading
- Writing
- Oral communication
- Critical thinking

While each activity necessarily incorporates other learning skills and practices, the Survey staff has selected these as logical groupings in which to place each career activity.

To further assist the adult education teacher in integrating career activities into ongoing curricula, every activity includes additional characterizations:

- Skills Reinforced by This Activity: refers to curricular subject areas utilized in the performance of the activity;
- Performance Objectives: describes in observable, measurable terms behaviors which signify the activity's successful completion;
- Materials Required: includes specific materials necessary to conduct the activity;
- Class Time Required: refers to the approximate amount of in-class time required. Actual time is subject to the level of academic development and involvement of each teacher and each class;
- Summary of Activity: briefly describes suggested tasks from initiation to completion;
- Byproducts of Suggested Activity: describes potential results which may be experienced by the student through participation in the suggested activity;
- Potential Populations for Utilization: refers to adult populations designated by the Survey's Review Board and consultants as able to successfully utilize these activities.

Role of the Adult Education Teacher

The adult education teacher's role in successful utilization of these exploratory activities is twofold.

First, as previously mentioned, the teacher's role is that of resource person, not expert, in career materials or specific occupational areas. Serving as a facilitator of knowledge, the teacher is a link between the world of career information and individual student needs. Consequently, each suggested activity emphasizes student participation, encourages the development of student self-direction, and provides opportunity for experiencing the excitement of exploration and discovery.

The second role of the teacher is that of qualifier in reviewing recommended activities. Although adult target groups which may benefit from a suggested activity are listed, the usefulness of activities for other groups is not precluded. Survey staff make no judgments for the adult teacher. Each teacher must review these activities in terms of the needs of his or her students. These are activity guides, explorations into career education, not teaching edicts. Teachers are urged to review and utilize what is relevant in their particular classes. It is hoped that the activities suggested here will be adapted to the class situation, not merely adopted by the teacher. If these activities are to be helpful to the adult student, they must be meaningful to his or her particular requirements. In selecting instructional material, the teacher is the judge of what may be most meaningful to his or her adult students.

Pretesting

To date there has been no formal pretesting of these suggested activities. This task will be conducted by the Adult Career Education Resources Survey during Fiscal Year 1974-1975, at which time each activity will be modified and

refined. A second publication of fully pretested activities will be available in June, 1975.

During the past year a pilot pretest of Explorations, Part I was conducted at Marshall Adult Education Center in Fairfax, Virginia. A sample of ten classes was used with a total of approximately 200 adult students. Spanish-speaking, black, white, and non-native born students were represented in this sample, approximately 85 percent of whom were in the 17-35 age range. The students were all working towards completion of evening high school. Adult educators who wish to participate in the 1974-75 field-testing should refer to the "Note to the Reader" at the beginning of this document.

Survey Resources

Explorations, Part I, (Guidelines for Career Development in Adult Education), is one of three publications of the Adult Career Education Resources Survey. Of particular relevance to readers and users of Explorations, Part I is the Survey's compendium of adult career information materials, Recommendations for Adult Career Resources. This compendium includes abstracts of career materials from a variety of media. Materials listed were subjected to extensive review to assure suitability, not only in terms of use by adults, but also in presenting quality career information. Reading levels, of particular importance to Adult Basic Education teachers, have been included for each written career material. Emphasis has also been placed on inclusion of inexpensive or free materials for maximum acquisition. Each entry in the compendium is similar to the abstract included below and is catalogued according to major occupational areas.

TRANSPORTATION

16.210

TITLE: Local Bus Drivers

DATE: 1974 PAGES: 4
PRICE: $.49 READING LEVEL: II

SOURCE: Science Research Associates, Inc.
259 East Erie Street
Chicago, Illinois 60611

Lucid presentation of qualifications, duties, and work conditions of a bus driver. History, entrance methods, means of promotion, salary, unions, and employment outlook included. Mentions employment possibilities for women.

Part II of Explorations (Guidelines for Career Development in Adult Education) is an administrative guide to many adult education programs throughout the country which already incorporate career education activities in their curricula. A description of each program, including goals and student participation, is listed along with the name, address, and contact person.

Reading Related Career Development Activities

1 | *Using Printed Career Information*

2 | *Relating Careers to Current Events*

3 | *Inter-City Job Comparison*

4 | *Careers in Literature*

READING RELATED CAREER DEVELOPMENT ACTIVITIES

The importance of acquiring reading skills in adult education is as basic as education itself. Reading skills serve as one tool for acquiring the curriculum that most educational institutions offer. Reading skills are necessary for the student to continue education and self-fulfillment throughout life, both in and out of school. Reading is a basic life-coping skill. Information acquired through reading contributes to self-development and aids each person to carry out those life responsibilities encountered, as an individual and as a member of society.

According to one reading specialist, adults should obtain information from their reading which pertains to:

- choosing and following a vocation;
- maintaining and improving personal and public health;
- establishing fruitful relations among the members of the family and maintaining the home as a center for one's friends;
- gaining an acquaintance with, and at times participating in, the solving of social, economic and political problems that confront the local community, the state, the nation and the world;
- building interests to follow in the wholesome use of leisure time;

- acquiring traits inherent in strong ethical character;
- maintaining pleasant relations with other people;
- gaining religious or spiritual values;
- learning to appreciate the beauty and other aesthetic values that the world presents.1/

To obtain such knowledge and values, it is imperative that sound reading skills be developed. Significance is derived from the printed word only when the meaning is unlocked. Drills in phonics and phonemes, which form the basis of introductory reading curriculum at all levels, should be supplemented by activities which reinforce and give practice in these skills. With this in mind, the Adult Career Education Resources Survey has developed the following four activities which serve to reinforce reading skills, in addition to providing basic career development information.

USING PRINTED CAREER INFORMATION provides the adult student with a direct opportunity to exercise reading skills. In this activity students are asked to read for specific information in career materials, verbalize the acquired information and formulate questions which will be applicable to other career literature.

RELATING CAREERS TO CURRENT EVENTS instructs students to analyze, through their reading, current topical problems and relate this to careers which are involved and affected by this problem. Inherent in this exercise is the adult's ability to read analytically and generalize what is learned to other areas.

1/ McKee, Paul. Reading. Boston: Houghton-Mifflin Co., 1966, p.33.

INTER-CITY JOB COMPARISON directs adult students in the process of critically reading for information and in analyzing related learning facts. In this exercise, students are to consult reference materials, select cities to survey, write to city publishers for a specific copy of the local newspaper, and analyze the career opportunities about which they read.

CAREERS IN LITERATURE provides adult students with practice in comparing careers portrayed in literature with those described in career materials. Involved in this task is skill in reading for specific information and the ability to analyze this knowledge.

1 | Using Printed Career Information

SKILLS REINFORCED BY THIS ACTIVITY

Reading

Writing

Oral Communication

Social Studies Understandings

PERFORMANCE OBJECTIVE

Students will demonstrate skills in arranging occupational priorities through reading for specific information, verbalizing questions relevant to the development of career priorities and responding in writing to the questions raised.

MATERIALS

* Pamphlets about specific careers pre-selected by the teacher to provide a general overview of occupations (For aid in this selection process, the teacher may wish to obtain materials reviewed in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);

* Mimeographed question sheet (based upon student-raised questions after initiating this activity).

CLASS TIME REQUIRED

Approximately two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Prior to the activity, the teacher should place selected career materials on a table near the door. Students should be encouraged to explore the materials as they enter. After sufficient browsing time, the teacher should open class discussion with such questions as:

"What are these booklets about?"

"Do you want a particular job?"

"What kind of job do you want in two years?"

"Why should we explore new information on careers?"

"Do you work solely to earn money?"

The teacher may want to assist students in differentiating between the concept of work solely as a means to supply food and shelter and work as an aspect of self-fulfillment in more intangible aspects. After some discussion on

concepts such as the compatibility of a particular job with one's values, attitudes, aptitudes and skills, financial obligations, the teacher should focus the discussion on student-felt needs and questions concerning what to look for in a career.

The teacher should serve as a discussion organizer to keep questions in an exploratory vein. Discussion should not be directed at one particular career, rather, at the concept of a career vs. a job. Each question raised by students should be listed by the teacher on the chalk board.

Later, the teacher should transfer the questions to a stencil. In composing the stencil, enough space should be left between questions for students to write in answers and fill in the titles of related career pieces. Two questions should also be added by the teacher at the end of the sheet:

"Does this tell you everything you want to know about this career?"

"Where can you go for further information?"

When sheets with student-raised questions have been distributed to the class, 30-40 minutes should be allotted for completion. This would most likely happen at the next

class meeting. When completed, the exercise should be drawn together with an overall discussion of individual insights.

Note: If the group contains students of various learning levels, the teacher may wish to conduct a brainstorming session of key answer words prior to distribution of the stenciled student-raised questions. This might avoid a student not responding because he or she is unable to write an appropriate response.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Exposure to career information and trends about which student is unaware;
* Increased exposure to careers about which student is aware;
* Development of skill in seeking out and arranging priorities;
* Practice in reading for specific information.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult Basic Education students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

2 | Relating Careers to Current Events

SKILLS REINFORCED BY THIS ACTIVITY

Reading

Writing

Oral Communication

Current Events

PERFORMANCE OBJECTIVE

Students will examine and relate basic premises of a problem in current events to its appropriate career field.

MATERIALS

* Newspapers and news magazines (The teacher may want to include newspapers and magazines which reflect the ethnic and racial composition of the class. N. W. Ayer and Son's Directory of Newspapers and Periodicals may be consulted);
* Career information. (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a

companion publication developed by the Adult Career Education Resources Survey.)

CLASS TIME REQUIRED

Approximately one to two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

This exercise can be used with any current governmental, economic, social or community problem which has been reported in newspapers or magazines. For example, if a class is discussing the rising cost of food, students may be assigned the task of exploring the problem by examining jobs and careers in the food industry. A listing of jobs available in the food industry at all levels of production could be developed by the students. Each student would then select one of the industry's careers (ranging, in this instance, from cattle ranchhand to grocery store clerk) and conduct research pertinent to both the problem and the career. These findings may then be reported in written form. Included in such a report should be the student's analysis of the problem and recommendations for improving the situation. Students should be encouraged to take

a position with regard to the problems and develop their reports defensively.

The same procedure may be utilized for discussing the trucking industry, the automobile industry, or the steel industry. Conservation and ecology problems likewise offer many possibilities.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Awareness of current problems;
* Relationship of economic and social events to the world of careers;
* Development of analytical skills;
* Emphasis on critical thinking;
* Practice with research techniques.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

3 | *Inter-City Job Comparison*

SKILLS REINFORCED BY THIS ACTIVITY

- Reading
- Writing
- Analytical Thinking
- Geography
- Research
- Economic Understanding

PERFORMANCE OBJECTIVE

Students will compare opportunities for pursuing a chosen career in various cities by analyzing newspaper classified sections, advertisements, amusement notices, weather reports, etc.

MATERIALS

* School letterhead stationery (newspaper publishers often provide complimentary issues for use in schools);
* Stamps and envelopes;
* Newspapers from specific cities;

* Map of the United States;

* N.W. Ayer and Son's Directory of Newspapers and Periodicals

CLASS TIME REQUIRED

Approximately four to five class sessions over a period of several weeks. (This is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Following a discussion of local job opportunities, students may wish to place their findings in perspective by comparing local job situations with those in other parts of the country. To accomplish this, students should refer to a map of the United States and compile a list of cities (equal to the number of students in the class) with which they might like to make such comparisons. The list should include cities of disparate sizes, resources, and geographic make-up. Using N.W. Ayer and Son's Directory of Newspapers and Periodicals or another appropriate resource guide, the class should secure names and addresses of newspapers published in these areas.

Each student should be responsible for writing to one of the selected newspapers to request a recent copy of the newspaper. In addition, the class, as a whole, should

select several representative cities to write to as a group. By so doing, if an individual student fails to receive a response to his or her request, one of the group-requested newspapers may be utilized.

As requested newspapers arrive, students may begin their comparison research. Each student should select a particular career and trace the opportunities for pursuing this career in each of the cities. Career analysis efforts could include a comparison of classified advertisements based on the inclusion of all or several of the criteria listed below.

Students should also be encouraged to make comparisons in terms of the quality of life as reflected in newspaper articles and the physical location of an area. The teacher should stress that classified ads do not reflect the entire spectrum of job opportunities available in a particular location. Final reports should be submitted in essay form and shared with the class.

Note: This activity could have particular relevance for foreign adult students such as those who are Spanish speaking. Newspapers in Spanish and other languages could be included for those students.

Information Included in Classified Advertisements	Yes	No	Uncertain
1. Definition of Occupation			
2. Work Duties			
3. Work Settings and Conditions Illustrated			
4. Qualifications/Preparation Required			
5. Credentials Required (degrees, licenses, union, etc.)			
6. Methods of Job Entrance			
7. Personal Attributes			
a. physical demands			
b. emotional demands			
8. Advancement Possibilities			
9. Employment Outlook (including supply and demand, technological, economic, demographic factors)			
10. Potential Personal Rewards (i.e., income level, prestige, use of creative abilities, decision-making opportunities, psycho-social impact, comforts)			

Note: This form may be reproduced.

BYPRODUCTS OF SUGGESTED ACTIVITIES

* Expanded career awareness;
* Practice in map skills;
* Practice in library use or research;
* Practice in letter writing;
* Development of analytical skills.

POTENTIAL POPULATIONS FOR UTILIZATION

* GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

4 | Careers in Literature

SKILLS REINFORCED BY THIS ACTIVITY

Reading

Public Speaking

PERFORMANCE OBJECTIVE

Students will analyze and compare careers described in various works of literature with current job information.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* Novel or short story being studied by class as part of general curriculum.

CLASS TIME REQUIRED

Approximately two to three class periods. (Actual time is subject to the level of academic development

and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Concurrent with the study of a particular novel or short story, the class should be directed to examine the careers described in the literature. The following works are given as suggestions:

AIR TRAVEL

Hailey, Arthur. Airport. New York: Bantam, 1971.
Reading level: 10th grade;

ARMY

Crane, Stephen. The Red Badge of Courage. 8th pr. New York: Bantam, 1964.
Reading level: 8th grade;

or

Crane, Stephen. The Red Badge of Courage. Simplified by Robert J. Dixson. New York: Regents Publishing Co., 1973.
Reading level: 6th grade;

AUTOMOBILE INDUSTRY

Hailey, Arthur. Wheels. New York: Bantam, 1973.
Reading level: 10th grade;

FIREFIGHTING

Smith, Dennis. Report from Engine Co. 82. New York: Simon and Schuster - Pocket Books, 1973.
Reading level: 10th grade;

HEALTH SERVICE

Gunther, John. Death Be Not Proud: A Memoir. New York: Harper & Row - Perennial Library, 1949.
Reading level: 8th grade;

MEAT PACKING INDUSTRY	Sinclair, Upton. The Jungle. New York: Signet - New American Library, 1971. Reading level: 10th grade;
MERCHANT MARINE	Dana, Richard Henry. Two Years Before The Mast. New York: Bantam - Pathfinder, 1959. Reading level: 7th grade;
PAINT MANUFACTURING BUSINESS	Howells, William Dean. The Rise of Silas Lapham. New York: Airmont, 1968. Reading level: 10th grade;
	Howells, William Dean. The Rise of Silas Lapham. Simplified by Robert J. Dixson. New York: Regents Publishing Co., 1973. Reading level: 6th grade;
RAILROAD WHEAT FARMING	Norris, Frank. The Octopus: A Story of California. New York: Bantam, 1958. Reading level: 11th grade;
REAL ESTATE	Lewis, Sinclair. Babbit. New York: Signet - New American Library, 1961. Reading level: 10th grade;
TEACHING	Kaufman, Bel. Up the Down Staircase. New York: Avon, 1966. Reading level: 9th grade;
	Washington, Booker T. Up From Slavery. New York: Bantam - Pathfinder, 1956. Reading level: 6th grade.

Note: This activity is most appropriate for adult students whose reading skills are sufficiently developed to include facile comprehension of books such as those mentioned above.

Within groups, students are to examine and discuss careers as they are described in the literature. They should then compare them with present-day career information. The final output of this effort may be an outline or report which is presented to the class.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Historical development of careers introduced;
* Group dynamics stressed;
* Analysis of literature emphasized;
* Research techniques developed.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Younger adults.

Writing Related Career Development Activities

5 | *Making the Literature Usable*

6 | *Writing for Information*

7 | *A Workday in the Life of . . .*

8 | *Careers Abroad*

WRITING RELATED CAREER DEVELOPMENT ACTIVITIES

Skill in writing is an integral part of all language arts and curricula. Facility in expressing thoughts on paper is one necessity of social functioning. Frustration and misinterpretation result if thoughts cannot be adequately communicated. To counter this situation, educational curricula devote a proportionally large share of attention to developing skills which lead to clear written expression. Writing curriculum stems from traditional foundations of spelling, grammar, handwriting and composition. Individual and collective proficiency in these areas provide the structure which allows individuals to communicate thoughts, values and knowledge with others.

For adult students who may be deficient in writing skills, the foremost goal of writing curriculum is to raise the student's capabilities to demonstrate and express clearly the student's level of knowledge. It is important, therefore, that certain idioms of speech and usage of phrases be worded in a manner which does not penalize the writer or detract from what is being stated.[1/] Another objective of

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1/ U.S. Office of Education. Curriculum for Adult Basic Education, Washington, D.C., GPO 1966, p. 138.

curricula concerned with writing skills is to strongly focus the reader's attention on the value of what is being communicated.

Skill in written expression, like many other abilities, is best strengthened by practice. The following career-related activities are designed to reinforce writing curriculum skills in adult education.

MAKING THE LITERATURE USABLE directs the adult student to analyze reading styles and levels of a career brochure. The student may then rework the career material into a format which is more easily comprehended. Through this task the student not only gains practice in written communication but develops skill in analyzing the components of written career material and relating these components to general functioning.

WRITING FOR INFORMATION provides adult students with practical experience in using their writing skills. In sending for career materials, students compose an appropriate business letter. Consequently, they gain practice in writing to business establishments as well as knowledge of the procedures for requesting products.

WORKDAY IN THE LIFE OF ... is designed to promote creative writing talents. In this exercise adult students are asked to develop a character engaged in an unfamiliar career area. Students should draw on their own resources and describe their character's work life as they imagine it. Once completed, students should research occupational fields on which they have written and compare the realities of the career with their imaginings.

CAREERS ABROAD asks adult students to research career possibilities in a foreign country. They should then relate in an essay their perceptions of what life would be like working in a specified career field abroad. The activity may easily be adapted to suit foreign nationals enrolled in an adult education class. Practice in relating both factual information and creative writing are combined in this effort.

5 | Making the Literature Usable

SKILLS REINFORCED BY THIS ACTIVITY

Writing

Reading

Vocabulary Skills

PERFORMANCE OBJECTIVE

Students will rewrite a chosen piece of career literature in a more easily comprehended style and reading level.

Note: Often career materials are written at a reading level which is uncomfortably advanced for adult students. Nevertheless, the material is within their comprehension, but requires an inordinate amount of effort and time for comprehension.

MATERIALS

* Individual pieces of career literature at a sufficiently high reading level as to be difficult for the student (The teacher may wish to obtain materials reviewed in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey. The reading levels of written career materials, divided

into three groups, are included, as measured by the Fry Readability Formula);

* Dictionaries;

* Readability Formula (copies enough for the class, if necessary).

CLASS TIME REQUIRED

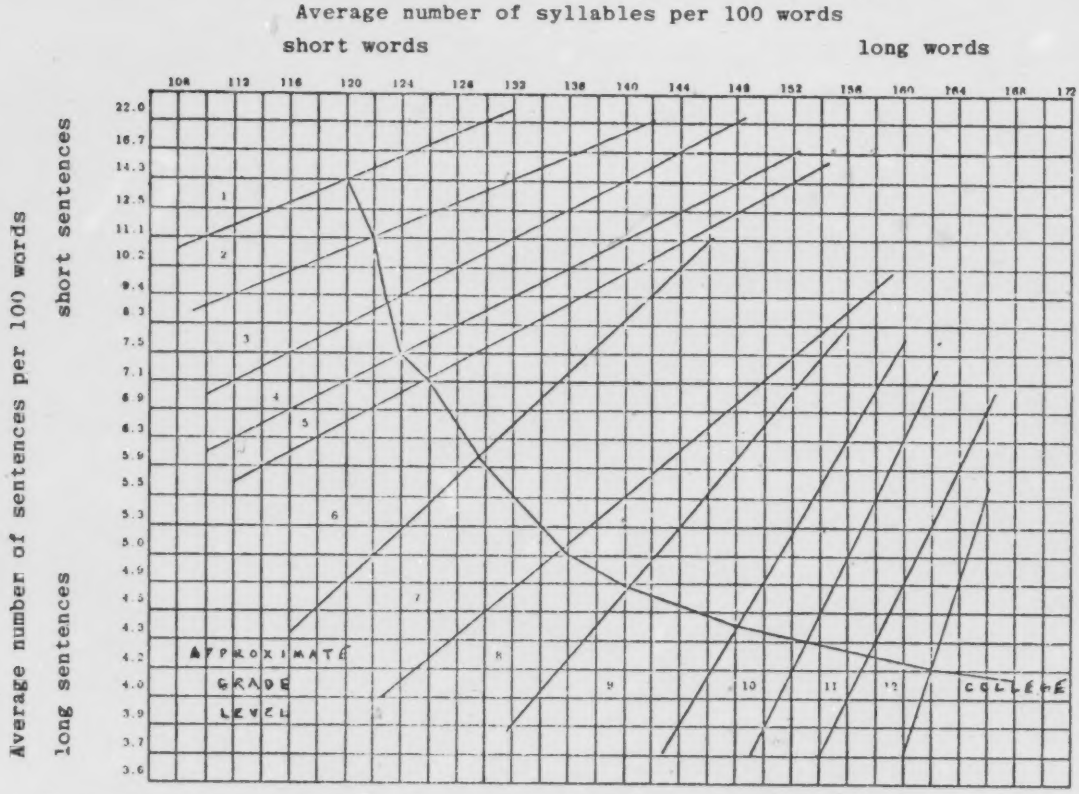
Approximately two to three class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

After students become familiar with the career brochures selected for review, the teacher should direct discussion toward the level of sophistication found in the materials. Reading levels may be measured if this has not been done. The Fry Readability Formula developed by Edward Fry of Rutgers University is given below as one way to determine reading levels. Class discussion should review possible explanations for high reading levels and the pitfalls of having material at a level too complex for the intended audience.

GRAPH FOR ESTIMATING READIBILITY

By Edward Fry, Rutgers University Reading Center



Directions: Randomly select 3 one hundred word passages from a book or an article. Plot average number of syllables and average number of words per sentence on graph to determine area of readability level. Choose more passages per book if great variability is observed.

Students should then be asked to rewrite one career pamphlet which interests them. It may be feasible to rewrite only a portion of the career brochure. In either instance the information should be both comprehensible and meaningful for adult students at their own reading levels.

After rewriting, students may again apply the Fry Readability Formula (or another reading level determinant)

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so they may experience the satisfaction of having successfully rewritten the career information at a lower reading level.

Note: This exercise can also be utilized in rewriting materials for use by particular audiences; i.e., specific ethnic groups (Spanish speaking), or social groups (ex-convicts residing at half-way houses).

BYPRODUCTS OF SUGGESTED ACTIVITY

* Self-reliance strengthened;

* Career information made a more viable tool.

POTENTIAL POPULATIONS FOR UTILIZATION

* Pre GED students;

* Urban, suburban, rural adult students;

* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

6 | *Writing for Information*

SKILLS REINFORCED BY THIS ACTIVITY

Writing

Research Skills

PERFORMANCE OBJECTIVE

Students will compose a business letter suitable for requesting career materials of interest to them.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* School letterhead stationery (Publishers will often send complimentary copies of requested materials if they are informed that the materials are to be used by a school);
* Stamps and envelopes.

CLASS TIME REQUIRED

Approximately one to two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

As the students enter class, each should be encouraged to look at career materials, select one career pamphlet in which the student is interested, and review it as the class is getting settled.

When class begins, the teacher should introduce a discussion on methods of obtaining these pamphlets. Such discussion might include by what means other sources may be located and tapped for career information.

After reviewing correct business letter form, each student should then be encouraged to draft a letter suitable for requesting career materials. Students may either request a copy of the pamphlets already examined or request literature suggested as further sources of information. The following is an example of a correct business letter form.

BUSINESS LETTER FORMAT

Omit if using letterhead { Return address
City, State, Zip
Date

Addressee, Title
Street Address
City, State, Zip Code

Salutation:

Body: Introduction and purpose of letter

Complimentary closing
(Full Name Signed)
Full Name Typed or Printed

During this exercise, the teacher should review with the class various forms of business letters, explaining the rationale for each form and each component. The teacher should discuss with students the necessity of producing a letter draft and note that this tool is used by even the most experienced writers to obtain the exact wording desired.

Once completed, the final draft should be typed or written by the students on official school stationery. The teacher should discuss with the students the advantages of using letterhead stationery rather than lined or notebook paper. The students may now look forward to receiving their own career materials.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Exposure to career information;
* Letter writing experience;
* Practice in editing.

POTENTIAL POPULATIONS FOR UTILIZATION

* GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

7 | A Workday in the Life of . . .

SKILLS REINFORCED BY THIS ACTIVITY

Creative writing

Research skills

PERFORMANCE OBJECTIVE

Students will write a short essay (suggestion: two pages) on a career they have not researched. They should relate their perceptions of the career and then compare them with information found in career materials available to the class.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* Hat or box.

CLASS TIME REQUIRED

Approximately one class period. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Slips of paper should be placed in a hat or box with the name of an unusual career field, but one for which a career pamphlet is available. Each student should then draw one slip of paper out of the hat or box.

Students should then be assigned to write, from their present understandings, a descriptive essay entitled "Workday in the Life of ..." After choosing the name of a character, the student should trace and list daily activities and work responsibilities of this person for one complete day. Since the career chosen will sometimes be outside the student's daily life (i.e., sandhog, dollmaker, golf-course patrolman, glove turner, etc.), the essay may be fabricated in parts or composed of popular misconceptions or stereotypes.

When the paper is completed, the student should locate the career pamphlet which reviews this occupational area.

Students should then compare information in the pamphlets with what has been written in their papers. Any discrepancies should be noted in the margin. Students may then read the papers to the group and discuss what has been discovered.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Awareness of career options;
* Practice in dealing with stereotypes;
* Practice in researching opinions with facts.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult students located in urban, suburban or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

8 | Careers Abroad

SKILLS REINFORCED BY THIS ACTIVITY

Writing

Reading

Geographic awareness

PERFORMANCE OBJECTIVES

Students will write an essay relating their perceptions of a specific job in a given foreign country.

MATERIALS

* Career information on work in foreign countries: Government Institutions such as Foreign Service and Peace Corps; Private enterprise such as large oil companies (Exxon) or large tire companies (Firestone); International Organizations such as United Nations or Red Cross;
* Maps, globes;
* Resources on foreign country under study.

CLASS TIME REQUIRED

Approximately one class period. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

In conjunction with class study of a foreign country, or drawing on students' knowledge of particular native countries, the teacher may assign students the task of selecting specific jobs they would like to have, if they were to live in that part of the world. Involved in this selection effort is the researching of materials to ascertain exactly which agencies, institutions or businesses have a foothold in the country in question.

Once students have picked their career choices, they should write an essay which: (1) presents a record of how they prepared for this job and/or what special training is necessary and (2) provide a journal of a week's work on the job. While the second part of the essay is conjecture, students should base their writing on researched facts.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Career opportunities in unusual settings introduced;

* Interrelationship of job opportunities and economic geography explored;

* Map skills and study skills developed;

* Widening the students' perceptions of the world of work.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;

* Adult students located in urban, suburban, or rural areas;

* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

Oral Communication Related Career Development Activities

9 | *Demonstration Speech*

10 | *Career Night*

11 | *Mock Employment Agency*

12 | *Worker for a Day*

13 | *Inviting a Resource Person to Class*

ORAL COMMUNICATION RELATED CAREER ACTIVITIES

Oral communication is a companion curriculum subject to written expression. As with writing, speaking is an expressive art which mirrors the thoughts, values, and ideas of the speaker. Writing, however, involves the secondary transmission of thought between writer and reader, while oral communication deals with first hand transmission of thought between speaker and listener. To be effective, oral communication must present the speaker's thoughts, in a manner accurately representing and reflecting the speaker's intent. Perhaps more than any other skill, oral communication is vital to an individual's existence. Each person is dependent upon communicating ideas and wishes to others; if the message cannot be projected, then the individual is left isolated and alone.

Cognizant of the need to teach students effective skills in oral communication, educational curricula reflect this priority. Much time in adult education is devoted to developing oral skills. As with writing, the goal of such curricula is to remove distractions and annoyances from speech so the listener can focus on what is being said, rather than the manner in which it is being presented.

Improvement in oral communication is accomplished with continual practice. Furthermore, ease of presentation often

accompanies continued practice which then leads to improved speaking skills. With this in mind, the Adult Career Education Resources Survey has produced a series of career education activities which emphasize oral communication skills.

DEMONSTRATION SPEECH suggests that students research a given career field, interview a worker in that occupation, and orally relate to the class an acquired job-related skill. Interviewing and presenting a speech are skills this activity reinforces.

CAREER NIGHT suggests at least five representatives of specific career fields be invited to the class for student-initiated interviews. While students gain actual knowledge of career opportunities in their geographical area, they also develop their interrogative oral skills.

MOCK EMPLOYMENT AGENCY is an activity designed to illustrate the career planning process while developing oral communication skills. After a careful planning effort in which employment agency workers are interviewed for procedural information, it is suggested that the class organize and operate their own mock agency. Biographical and interest inventories are utilized to lend authenticity to the activity. Interviewing and discussion techniques are integral parts of this activity.

WORKER FOR A DAY involves students in active career observation and participation. In conjunction with the study of public service occupations, students are urged to accompany a public service worker for a day and to become involved in ensuing duties, if possible. Preparation and participation in this activity involves a great many oral

communication skills which will enable the student to gain confidence in expressing himself and eliciting useful information.

INVITING A RESOURCE PERSON TO CLASS is a group project in which the class chooses and invites a community career resource person to speak on his or her specialty. Oral skills developed by this activity include formulation of pertinent questions, expression of opinions, and the ability to lead and participate in a discussion.

9 | Demonstration Speech

SKILLS REINFORCED BY THIS ACTIVITY

Oral communication

Reading

PERFORMANCE OBJECTIVE

After reading career materials concerned with a specific occupation, students will individually interview a worker in that occupation, learn one of the skills necessary to that occupation, and demonstrate or describe the skill to the class in an oral report.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey.)

CLASS TIME REQUIRED

Approximately two to three class periods. (Actual time is subject to the level of academic development and

involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Students should select from career literature a pamphlet written about a particular job field. Students are given one week to locate a worker in the described career field, interview that person in regard to specific skills used on the job, and learn from that person a minor job-related skill. Examples of such skills might be taking a pulse, calculating with a slide-rule, taking window-measurements, etc. As preparation for the task, the class should compile a list of ways to locate an appropriate person to interview. They should also discuss how to actually set up and conduct an interview.

When class reconvenes, each student will have the opportunity to present the learned skill in the form of a demonstration. Students should also describe their reactions to the career.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Specific job skill acquired;
* Student encouraged to cope with new situations.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

10 | Career Night

SKILLS REINFORCED BY THIS ACTIVITY

Oral communication

Interviewing Skills

Reading

PERFORMANCE OBJECTIVE

Student will interview at least five career representatives who have been brought to the class to inform them of various career fields.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* 5-10 card tables (brought by students or provided by school);
* 5-10 straight chairs from library or cafeteria;

* Refreshments (contributed by students);

* Mimeographed question sheet, as developed from student questions.

CLASS TIME REQUIRED

Approximately three to four class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Planning must begin four to six weeks prior to the scheduled Career Night experience. As a class, students should decide on 5-10 career occupations about which they would like information. If dealing with a science class, for example, careers should be science related, such as x-ray technician, respiratory technician, cancer researcher, metallurgist, biologist, dental assistant, etc. A math class should select careers that are math oriented, such as book-keeper, bank teller, accountant, IRS representative, actuary etc. A government class should select related careers, such as Head-Start aide, government service worker, enlisted personnel or officers from Armed Services, city official, senior citizens worker, etc. The possibilities are infinite.

Students should then form committees based upon the chosen careers and begin procedures to invite representatives from the selected fields to visit the class. In the meantime, the class as a whole should formulate pertinent questions they will ask the invited career representatives. The teacher should mimeograph the questions for distribution to the students.

On the designated evening, each representative should be assigned an individual chair and table from which to answer questions and describe his or her work. Each student should be required to interview at least five of the career representatives and be able to answer the question sheet which the teacher has mimeographed.

Students should be free to wander from table to table and seek whatever information they wish. At the end of the evening refreshments may be served, if desired.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Community spirit encouraged;
* Career knowledge expanded;
* Social skills such as extending invitations and serving refreshments emphasized.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

11 | Mock Employment Agency

SKILLS REINFORCED BY THIS ACTIVITY

Oral communication

Listening

Reading

PERFORMANCE OBJECTIVE

Student will operate a simulated employment agency and utilize its services.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* Chairs, tables;
* Interest inventory such as the Kuder Preference Test;
* Background question sheet, as developed by students.

CLASS TIME REQUIRED

Approximately four to five class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Students may illustrate one facet of the career planning process by establishing a mock employment agency.

Students should coordinate their planning efforts two or three weeks prior to the anticipated activity. Several local employment agency workers, including those who work for both private and government-operated institutions, should be contacted and interviewed by the students.

Note: Judgment should be exercised in selection of employment agency workers to insure they are representative of their profession.

Class discussions should pool thoughts and procedures which have been gathered. Together the class and teacher should construct a system of operation which will incorporate these ideas and learnings. The class will also want to develop a question sheet to be used in eliciting background information from agency applicants. A modified standard application blank follows to assist in the development of these question sheets.

APPLICATION FOR EMPLOYMENT

PERSONAL INFORMATION

DATE _____ SOCIAL SECURITY NUMBER _____

NAME _____ AGE _____ SEX _____
LAST FIRST MIDDLE

PRESENT ADDRESS _____
STREET CITY STATE ZIP

PERMANENT ADDRESS _____
STREET CITY STATE ZIP

PHONE NO. _____ OWN HOME _____ RENT _____ BOARD _____

DATE OF BIRTH _____ HEIGHT _____ WEIGHT _____ COLOR OF HAIR _____ COLOR OF EYES _____

MARRIED _____ SINGLE _____ WIDOWED _____ DIVORCED _____ SEPARATED _____

NUMBER OF CHILDREN _____ DEPENDENTS OTHER THAN WIFE OR CHILDREN _____ CITIZEN OF U. S. A. YES ○ NO ○

IF RELATED TO ANYONE IN OUR EMPLOY, STATE NAME AND DEPARTMENT _____ REFERRED BY _____

LAST FIRST MIDDLE

EMPLOYMENT DESIRED

POSITION _____ DATE YOU CAN START _____ SALARY DESIRED _____

ARE YOU EMPLOYED NOW? _____ IF SO MAY WE INQUIRE OF YOUR PRESENT EMPLOYER _____

EVER APPLIED TO THIS COMPANY BEFORE? _____ WHERE _____ WHEN _____

EDUCATION	NAME AND LOCATION OF SCHOOL	YEARS ATTENDED	DATE GRADUATED	SUBJECTS STUDIED
GRAMMAR SCHOOL				
HIGH SCHOOL				
COLLEGE				
TRADE, BUSINESS OR CORRESPONDENCE SCHOOL				

SUBJECTS OF SPECIAL STUDY OR RESEARCH WORK _____

WHAT FOREIGN LANGUAGES DO YOU SPEAK FLUENTLY? _____ READ _____ WRITE _____

U. S. MILITARY OR NAVAL SERVICE _____ RANK _____ PRESENT MEMBERSHIP IN NATIONAL GUARD OR RESERVES _____

ACTIVITIES OTHER THAN RELIGIOUS (CIVIC, ATHLETIC, FRATERNAL, ETC.) _____

EXCLUDE ORGANIZATIONS, THE NAME OR CHARACTER OF WHICH INDICATES THE RACE, CREED, COLOR OR NATIONAL ORIGIN OF ITS MEMBERS.

FORMER EMPLOYERS (LIST BELOW LAST FOUR EMPLOYERS, STARTING WITH LAST ONE FIRST.)

DATE MONTH AND YEAR	NAME AND ADDRESS OF EMPLOYER	SALARY	POSITION	REASON FOR LEAVING
FROM				
TO				
FROM				
TO				
FROM				
TO				
FROM				
TO				

REFERENCES: GIVE BELOW THE NAMES OF THREE PERSONS NOT RELATED TO YOU, WHOM YOU HAVE KNOWN AT LEAST ONE YEAR.

	NAME	ADDRESS	BUSINESS	YEARS ACQUAINTED
1				
2				
3				

PHYSICAL RECORD:

LIST ANY PHYSICAL DEFECTS

WERE YOU EVER INJURED? GIVE DETAILS

HAVE YOU ANY DEFECTS IN HEARING? IN VISION? IN SPEECH?

IN CASE OF EMERGENCY NOTIFY

NAME ADDRESS PHONE NO.

I AUTHORIZE INVESTIGATION OF ALL STATEMENTS CONTAINED IN THIS APPLICATION. I UNDERSTAND THAT MISREPRESENTATION OR OMISSION OF FACTS CALLED FOR IS CAUSE FOR DISMISSAL. FURTHER, I UNDERSTAND AND AGREE THAT MY EMPLOYMENT IS FOR NO DEFINITE PERIOD AND MAY, REGARDLESS OF THE DATE OF PAYMENT OF MY WAGES AND SALARY, BE TERMINATED AT ANY TIME WITHOUT ANY PREVIOUS NOTICE.

DATE SIGNATURE

DO NOT WRITE BELOW THIS LINE

INTERVIEWED BY DATE

REMARKS:

NEATNESS		CHARACTER	
PERSONALITY		ABILITY	

HIRED FOR DEPT. POSITION WILL REPORT SALARY WAGES

APPROVED: 1. EMPLOYMENT MANAGER 2. DEPT. HEAD 3. GENERAL MANAGER

During the interim period between planning and operation, an interest inventory such as the Kuder Preference Test should be administered under the teacher's supervision. The teacher should carefully explain the purpose of the test, define "interests", and note the difference between interests and abilities.

On the evening of the planned event, the mock agency should be set up in a prominent area of the room. Students who serve as "employment counselors" should sit behind a table containing representative career materials. Students simulating job applicants should approach counselors with the results of their interest inventory and be prepared to fill out the background information questionnaire. Using these tools, counselors should be prepared to steer applicants into appropriate career choices. After a given period of time, counselors and applicants may be instructed to switch roles. Students should evaluate the quality of counseling they believe they received, as a follow-up activity.

Variation: Students may wish to designate certain tables and counselors specifically for handling special needs, such as counseling for women, minority groups, handicapped, professionals, non-professionals, etc.

Note: This activity could also be adapted to students applying to a community college, college or other continuing education program.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Career knowledge reinforced;
* Personal interaction skills reinforced;
* Personal flexibility developed in role playing.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced Adult Basic Education students;
* Adult students located in urban, suburban or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

12 | Worker for a Day

SKILLS REINFORCED BY THIS ACTIVITY

Oral communication

Writing

PERFORMANCE OBJECTIVE

Students will observe a public service job for a day and then compare their experiences to their anticipations.

Note: For some students this activity may not be feasible due to time, job, or family constraints.

MATERIALS

* Career information on public service occupations, e.g., public information aides, community program aides, planning officers, recreation workers, rehabilitation workers, tax clerks, etc. (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey.)

CLASS TIME REQUIRED

Approximately two to three class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Following a study of public service occupations, and the need for such careers, teachers may capitalize on student interest and learnings by making arrangements with public service representatives to have students participate in on-the-job observations. Police, city government, and court officials are but a few of the cooperative agencies that enthusiastically extend this service.

Students should decide which occupation they would like to observe and then write a letter of request to the appropriate authority. The teacher should act as a resource person in guiding the students to the appropriate individual. (See guiding activity #6 for information on business letter forms.) Before the actual activity takes place, students should brief themselves, as a group, as to what will most enrich their learning experience. After the observation day, students should be encouraged to share their

experiences and feelings with the class. As a culminating activity, each student should write an essay on how on-the-job experiences differed from what the career materials led the student to believe.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Critical thinking developed;
* Social skills emphasized;
* Practice in letter writing;
* Specific career knowledge gained.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced Adult Basic Education students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

13 | *Inviting a Resource Person to Class*

SKILLS REINFORCED BY THIS ACTIVITY

Oral communication

Writing

Listening

PERFORMANCE OBJECTIVE

Students will invite and elicit information from a chosen community resource person, possibly from the local Chamber of Commerce.

MATERIALS

* School letterhead stationery;
* Stamps, envelopes.

CLASS TIME REQUIRED

Approximately two to three class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

The teacher and class should decide together on a community resource person, possibly from the local Chamber of Commerce, who could broaden the class' knowledge of career opportunities in the local community. As alternative speakers, the group may also decide to invite a professional counselor, a speaker for the community's chief industry, or a worker in a particular career field.

Note: Teachers should exercise selective judgment in class selection of speakers. Speakers may influence student self-concepts, role-models, etc.

A student should make initial telephone contact with the recommended speaker to ensure that the person is available for a class meeting. The class should then issue a written invitation to the speaker. Following the speaker's acceptance of the invitation, the group should prepare and refine a list of relevant topics that they wish the speaker to cover during the seminar session. (Correct business letter forms can be reviewed in guiding activity #6.) It is also important to discuss whether a committee of students should meet in advance with the speaker, to indicate what the class is like, its goals, and what they would like to learn from the speaker. On the night of the seminar, one student should act as the host for the session. The host is

responsible for meeting the resource person and introducing the speaker to the class. Both students and speaker should be prepared for a lively interchange of ideas.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Social behaviors emphasized;
* Practice in letter writing;
* Linkage between the classroom study of careers and local resources established.

POTENTIAL POPULATIONS FOR UTILIZATION

* Pre GED students;
* Adult students located in urban or suburban areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

Critical Thinking Related Career Activities

14 | *Reviewing the Literature*

15 | *Comparing Media*

16 | *Where Do the Want Ads Lead*

17 | *Personality Factors in Work Choices*

18 | *Career Display*

19 | *Career File*

CRITICAL THINKING RELATED CAREER DEVELOPMENT ACTIVITIES

Critical thinking, as a component of adult educational curricula, is a relatively recent development. Traditional curricula, which centered on the learning of fundamental subject areas, did not incorporate critical thinking. Recent educational philosophy, however, has turned from the idea of mastering the "Three R's" to the idea of relevancy of education and the development of coping skills. According to our present understanding, education is successful only to the extent that it is able to prepare students to live well and meaningfully.

Vital to educational curricula is the need to teach students how to make decisions and arrive at their own value-judgements. Critical thinking urges students to think about what they read and hear, to react to these ideas, and to formulate decisions as to their appropriateness or authenticity. The goal is that each adult, through participation in the acquisition of knowledge, will be able to take responsibility for informal education once formal schooling has terminated.

Critical thinking is, consequently, a vital part of adult education. Skills which help the student to analyze and arrive at decisions are tools which will help the individual in all endeavors. For this reason, survey staff

emphasize this curriculum skill through formulation of six career development activities which reinforce this skill.

REVIEWING THE LITERATURE is an activity which focuses on developing evaluative skills. Students are asked to analyze evaluation instruments and then construct and utilize their own instrument which is capable of adequately evaluating career literature.

COMPARING MEDIA requires students to analyze and compare the value of using a particular type of media to present career information. Merits and disadvantages of each media should all be considered before the student arrives at a decision.

WHERE DO THE WANT ADS LEAD asks students to locate three classified job advertisements for which they qualify and then explore where these jobs lead if they are pursued. Entailed in this task is an analysis of whether the represented job is, in fact, like the actual one.

PERSONALITY FACTORS IN WORK CHOICES is an activity in which students view a career filmstrip and then evaluate comments workers made in terms of job suitability. Students should also determine the relationships between a given job and its emotional requirements.

CAREER DISPLAY instructs students to create a relevant and informative career-related display. Creative artwork should be combined with an analysis of growth patterns, locations of job opportunities, and information retrieved from interviews and research.

CAREER FILE requires students to develop a system suitable for filing career information literature. The developed system is a result of analyzing existing forms and eclectically utilizing features which are most relevant to class needs.

14 | Reviewing the Literature

SKILLS REINFORCED BY THIS ACTIVITY

Critical Thinking

Reading

Mathematics

PERFORMANCE OBJECTIVES

Students will help construct a career literature review for determining appropriate career literature: they will then review several pieces of career literature. (The number to be reviewed should realistically reflect the capabilities of the individual student.)

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* Mimeographed forms, as developed in this activity.

CLASS TIME REQUIRED

Approximately two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

The teacher should begin class by leading a discussion on the quality of career literature available. Students should be encouraged to list on the chalk board both positive and negative points they have encountered in their readings.

The teacher should use these features as a springboard to direct the class to create a means of evaluating career information objectively. Attention should be given to discussing means for quantifying qualitative judgments. The teacher may at this point wish to introduce the review instrument developed by the Adult Career Education Resources Survey (shown at the end of this activity), as a guideline for discussion. Students may decide that they wish to use an "excellent" to "poor" scale which can be quantified. Or, they may opt to rate each item on a five point scale. Whatever method is selected, the important criterion is that it be one which the students feel is both meaningful and easily used.

Once the review instrument has been developed, the teacher should reproduce copies and make certain they are easily accessible to the students. Students should be encouraged to evaluate the career materials at their leisure. Several students may wish to review the same piece to increase reliability of the review. The career materials' reviews should be kept highly visible in the room so that quality information will be singled out for repeated use.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Evaluation skills developed;
* Student made responsible for his own learning.

POTENTIAL POPULATIONS FOR UTILIZATION

* GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied socio-economic, racial and ethnic background;
* Younger adult students.

ADULT CAREER EDUCATION RESOURCES SURVEY

Reviewer: _____

Date Reviewed: _____

Appropriate for Adults: Yes/No

_____ Recommended as of Superior Quality

_____ High Recommended

_____ Recommended

_____ Recommended with Reservation

_____ Not Recommended

OCCUPATIONAL AND CAREER LITERATURE REVIEW

Title: _____ Author: _____

Source: _____

_____

Published: ____; Pages ____; Price: ____; Reading Level ____ (Fry)

(Abstract) _____

_____

_____

_____

_____

_____

Catalog #: _____

1. User's guide included: Yes/No
2. Subject Area: _____
3. Appropriate for individual use: Yes/No
4. Useful only with professional guidance: Yes/No

I. Type of Literature

_____ Specific occupation or career _____ Occupational family

_____ Recruitment literature _____ Other (specify)_____

II. Content

A. Of Particular Relevance to Adult Students	Excellent	Good	Fair	Poor	Unacceptable
1. Definition of Occupation					
2. Work Duties					
3. Work Settings and Conditions Illustrated					
4. Qualifications/Preparation Required					
5. Credentials Required (degrees, licenses, union, etc.)					
6. Methods of Job Entrance					
7. Personal Attributes					
a. physical demands					
b. emotional demands					
8. Advancement Possibilities					
9. Employment Outlook (including supply and demand, technological economic, demographic factors					
10. Potential Personal Rewards (i.e., income level, prestige, use of creative abilities, decision-making opportunities, psychosocial impact, comforts)					
B. Of Particular Relevance to Quality Career Literature					
1. History of Occupation					
2. Importance of Occupation to the Community					
3. Advantages and Disadvantages of Career Area					
Subtotal Content A + B					
Subtotal Inflated	x5___	x4___	x3___	x2___	x1___

Total Points (Inflated) Content A + B _____

III. Style and Format

	Excellent	Good	Fair	Poor	Unacceptable
1. Style: Data is Clear, Concise, Accurate, Appropriate					
2. Quality of Publication: Readable Type, Quality of Paper, Enhancing Pictures, Layout, Etc.					
Subtotal Style & Format III					
Subtotal Inflated	x5___	x4___	x3___	x2___	X1___

Total Points (Inflated) Style and Format _____

Total Points (Inflated) Content (A+B) (previous page) _____

Total Points (Inflated) Content (A+B) + Style and Format _____

Rating Summary

Total Points:		
	70 - 80	Recommended as of Superior Quality
	56 - 69	Highly Recommended
	42 - 55	Recommended
	28 - 41	Recommended with Reservation
	17 - 27	Not Recommended
	16	Unacceptable

IV. Reviewer's comments and/or opinions of the publication above and beyond items listed above. Perceptable bias in publication should be mentioned here as well as any other pertinent information (i.e., lack of supplemental source listing, etc.).

_____

_____

_____

_____

_____

_____

NOTE: The Fry Readability Formula utilized in conjunction with this review instrument is included in guiding activity # 5.

15 | Comparing Media

SKILLS REINFORCED BY THIS ACTIVITY

Critical thinking

Listening

Writing

Reading

PERFORMANCE OBJECTIVE

Students will determine the merits of utilizing particular media for presentation of career information after reviewing career information presented in a variety of media.

MATERIALS

* Brochure on a specific career field (e.g., nursing) for each class member;
* A cassette giving information on that same career;
* A film showing information on that same career;
* Review instruments (print and non-print media).

Note: It may not be possible to obtain career resources in all three media for one occupation. If this is so, the effectiveness of the activity is maintained by comparing different occupations illustrated by the three media. The

teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey.

* Mimeographed question sheet on the apparent strengths and weaknesses of a given medium.

CLASS TIME PERIOD

Approximately two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Before class begins, pre-selected career brochures and question sheets should be placed on each student's desk. As the students enter and begin to browse through the distributed materials, they should be instructed to read the brochure. The teacher should then ask the class: "Would you rather read this, watch a movie or hear a tape about it?" The students should discuss their expectations in terms of what they perceive as valuable in each of the media forms. Students should then be requested to complete the evaluation sheet (developed or as shown in guiding activity #14), on the brochure's strengths and weaknesses.

The teacher should then play the career cassette for the class. Again, students should react orally, complete the audiovisual review sheet and the questionnaire.

The teacher should show the film, elicit oral responses, and have students review the film utilizing an audio-visual review instrument. The class may develop their own review form or use the form developed by the Adult Career Education Resources Survey; this is included on the following pages.

Following the triple presentation, students should discuss their reviews and reasoning. The teacher should emphasize that these assessments will serve as guidelines and teaching tools demonstrating to each student the value of their opinions.

Variation: If there are a variety of career interests within the class, the class may be split into groups. The teacher can select a group leader prior to class, explain the activity to the student leader, and allow this student to carry out the teacher role in another room. If materials and space are available, several groups can conduct this activity simultaneously.

ADULT CAREER EDUCATION RESOURCES SURVEY

Reviewer: _____

Date Reviewed: _____

Appropriate for Adults: Yes/No

_____ Recommended as of Superior Quality

_____ Highly Recommended

_____ Recommended

_____ Recommended with Reservation

_____ Not Recommended

OCCUPATIONAL AND CAREER AUDIOVISUAL REVIEW

Title: _____ Author: _____

Producer: _____

_____

Produced: _____; Length _____; Price: _____

(Abstract)

_____

_____

_____

_____

_____

_____

Catalog #: _____

Type of Medium:

a. _____mm Film - Sound_____, Silent_____, B&W_____, Color _____

b. Filmstrip (or Series)_____, Silent _____, Sound _____
(Tape_____; Record_____)

c. Slide Series: No._____ Audio Disc_____, Tape_____

d. Cassette_____

e. Videotape_____

f. Other_____

User's guide included: Yes/No

Subject Area: _____

Appropriate for individual use: Yes/No

Useful only with professional guidance: Yes/No

Scope of Media

___ Specific occupation or career _____Occupational family

___ Recruitment _____Other (specify)

II. Content

A. Of Particular Relevance to Adult Students	Excellent	Good	Fair	Poor	Unacceptable
1. Definition of Occupation					
2. Work Duties					
3. Work Settings and Conditions Illustrated					
4. Qualifications/Preparation Required					
5. Credentials Required (degrees, licenses, union, etc.)					
6. Methods of Job Entrance					
7. Personal Attributes					
a. physical demands					
b. emotional demands					
8. Advancement Possibilities					
9. Employment Outlook (including supply and demand, technological, economic, demographic factors)					
10. Potential Personal Rewards (i.e., income level, prestige, use of creative abilities, decision-making opportunities, psychosocial impact, comforts)					
B. Of Particular Relevance to Quality Career Literature					
1. History of Occupation					
2. Importance of Occupation to the Community					
3. Advantages and Disadvantages of Career Area					
Subtotal Content A + B					
Subtotal Inflated	x5___	x4___	x3___	x2___	x1___

Total Points (Inflated) Content A + B _____

III. Presentation of Media

	Excellent	Good	Fair	Poor	Unacceptable
1. Effectiveness of presentations - clarity and consistency; overall aesthetic qualities, enhancing vocal and/or visual effects					
2. Technical quality of medium - clear audio and/or visual aspects					
3. General appeal to adults exploring career or job opportunity in field					
Subtotal presentation of media					
Subtotal Inflated	x5___	x4___	x3___	x2___	x1___

Total Points (Inflated) Style and Format _____

Total Points (Inflated) Content (A+B) (previous page) _____

Total Points (Inflated) Content (A+B) + Style and Format _____

Rating Summary

Total Points:

75-85	Recommended as of Superior Quality
60-74	Highly Recommended
44-59	Recommended
29-43	Recommended with Reservation
18-28	Not Recommended
17	Unacceptable

Reviewer's comments and/or opinions of the audiovisual piece beyond items listed above. Perceptable bias in media should be mentioned here as well as any other pertinent information (i.e., lack of supplemental source listing, etc.).

_____

_____

_____

BYPRODUCTS OF SUGGESTED ACTIVITY

* Developing assessment criteria both objectively and subjectively;
* Development of oral, written, and verbal expression;
* Exposure to career information.

POTENTIAL POPULATIONS FOR UTILIZATION

* GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

16 | Where Do the Want Ads Lead

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Analytical Thinking

Communication

Writing

Reading

PERFORMANCE OBJECTIVE

Students will investigate three classified advertisements of jobs for which they feel capable and then explore where these jobs would lead in the future.

Note: For some students this activity may not be feasible due to time, job, or family constraints.

MATERIALS

* Classified advertisements;
* Career materials (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey).

CLASS TIME REQUIRED

Approximately two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

As students enter class they should find on their desks a current edition of newspaper classified advertisements for available jobs. The teacher should allow students enough time to browse through them and then instruct the class to circle three ads in which they are interested and feel qualified. During the next week students should ascertain if the jobs advertised are what they appear to be by talking to people offering the jobs, contacting employment agencies, going for interviews, etc. At the conclusion of this exercise, students should report back to the group on how their original impressions differed from or were the same as the actual jobs.

Next, students should analyze in essay form their own career hopes in terms of accepting jobs such as those they found advertised. It is here that students have the opportunity to articulate their career goals in researching the occupation.

Students should begin with the assumption that they have accepted one of the advertised jobs, and then trace their own hypothetical career development over the next five years. By consulting career reference material to obtain information on salary, promotion possibilities, etc., students may determine whether the advertised job will reasonably lead to the student's career goal.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Research skills developed;
* Career development stressed;
* Logical thinking exercised;
* Interviewing skills practices.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced Adult Basic Education students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds.

17 | *Personality Factors in Work Choices*

SKILLS REINFORCED BY THIS ACTIVITY

Critical Thinking

Listening

PERFORMANCE OBJECTIVE

Student will recall statements made by workers about themselves in career filmstrip and evaluate these statements in terms of job suitability.

MATERIALS

* Career filmstrip (such as one from the DISCOVERY SERIES produced by Visual Education Corporation for Scholastic Press, 50 W. 44th Street, New York, New York 10036, or other filmstrips reviewed and abstracted in Recommendations for Adult Career Resources, a ccmpanion publication developed by the Adult Career Education Resources Survey);

* Mimeographed worksheet, as developed by student comments.

CLASS TIME REQUIRED

Approximately two class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

Prior to presentation of a career filmstrip, the teacher should discuss with the class the relationship between personality and job suitability or job choice. An important point which should be raised in discussion is the fact that what an individual expresses about himself and his occupation provides important clues to his personality. The career filmstrip should then be shown. To detect clues discussed previously, the teacher should ask the class to recall indicative statements made by the individuals in the filmstrip. Phrases such as "The more money you make, the better you can eat," and "I'm happy, my wife's happy, I'm just an ordinary guy trying to do his job every day," should be cited and written on the chalkboard. A filmstrip which provides a teacher's guide would be helpful in this activity.

After students have compiled a listing of quotes by each character, the teacher should transfer these statements to a stencil and make sufficient copies for the entire class.

Beside each statement the teacher should leave room for the students to check answers to two questions: (1) Do you agree with the character's assessment of himself? and (2) Do you think that this personality trait is important to the person's job suitability? At the next class meeting students should complete the reproduced sheet. (It may be necessary to re-show the filmstrip.) Students should compare their estimations with one another after completing the sheets.

Note: A motion picture film might effectively be substituted for a film strip.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Increased self-awareness;
* Expanded career sensitivity;
* Practice in listening for specific information.

POTENTIAL POPULATIONS FOR UTILIZATION

* Adult evening high school students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial, and ethnic backgrounds.

18 | Career Display

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Creative Thinking

Reading

Public Speaking

Listening

Interviewing

PERFORMANCE OBJECTIVE

As a member of a resource group, each student will contribute to the creation of a relevant and informative career display.

MATERIALS

* Career information in a variety of media (print and audiovisual). (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey.)

CLASS TIME REQUIRED

Approximately three to four class sessions over a period of several weeks. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

After a discussion, the class should decide on approximately four career families which are determined pertinent to classwork. Once selected, the class should divide itself into four groups, each of which is to be responsible for setting up a representative display of a career family. In addition to the creative contributions of the students, each display might include:

A. A map of the United States on which concentrated areas of job opportunities in the chosen career family have been superimposed;

B. A growth chart of job opportunities in the career family from the past two decades through the next three decades;

C. Student produced or gathered pictures, sketches, slides, photographs or films of workers functioning in their job environments;

D. Pictures or actual examples of the tools or resources used by each worker.

Most information required can be found in career films or literature. However, an extraordinary display generally results from visiting places of work. Student groups will therefore be urged to visit job locations where they can photograph and speak with workers first-hand.

Approximately two to three weeks after assignment, each group will present its display during class. The designated speaker for the presenting group should delve into career working conditions, salary, and hours. Anecdotal experiences involved in putting together the displays should be included in the report. Students should be allowed ample time to look over the presenting group's work.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Organization skills developed;
* Group dynamics and production utilized;
* Community resources tapped;
* Artistic talents broadened;
* Career knowledge expanded;
* Practice in map and graph reading skills.

POTENTIAL POPULATIONS FOR UTILIZATION

* Advanced Adult Basic Education students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of varied ages, socio-economic, racial and ethnic backgrounds.

19 | Career File

SKILLS REINFORCED BY THIS ACTIVITY

Critical/Organizational Thinking

Library Skills

PERFORMANCE OBJECTIVE

Student will develop a system for filing career literature.

MATERIALS

* Career information (The teacher may wish to obtain materials reviewed and abstracted in Recommendations for Adult Career Resources, a companion publication developed by the Adult Career Education Resources Survey);
* Large (4 inch) three ring binder;
* Hole punch;
* Stapler;
* Manila dividers with pockets;
* Marking pens.

CLASS TIME REQUIRED

Approximately two to three class periods. (Actual time is subject to the level of academic development and involvement of each teacher and class; time length is given here only as a guide.)

SUMMARY OF ACTIVITY

The purpose of this activity is for students to develop an organized filing system for career materials. This is a challenging task and calls for clear and stimulating preparation. The system should be designed to facilitate individual student usage of the career materials. The teacher should initially lead a class discussion on the rationale of an orderly filing system and outline various available systems. For example, the teacher could present the cataloging system developed by the Adult Career Education Resources Survey and detailed in the Recommendations for Adult Career Resources. It may also be suggested that the class develop its own system (alphabetically, by subject matter, career cluster area, reading level, etc.).

Once students decide upon an organizational method useful for its purposes (such as by the subjects they study or by reading levels, etc.), they should then decide upon the best vehicle for putting the system in use. This

task may be delegated to a voluntary group of students or completed by the class as a whole. Particular students may be assigned the task of integrating materials into the system (cataloging, inserting into folders, etc.) while other students might be responsible for binding the entire organized collection of career materials, if binding is to be done. Whatever method is utilized, it should be a class-constructed and completed endeavor. The file should allow for expansion as new career materials are obtained.

BYPRODUCTS OF SUGGESTED ACTIVITY

* Organization of thoughts and materials stressed;
* Practice with a filing system developed.

POTENTIAL POPULATIONS FOR UTILIZATION

* Pre-GED students;
* Adult students located in urban, suburban, or rural areas;
* Adult students of younger ages, varied racial, socio-economic, and ethnic backgrounds.